DOCUMENT RESUME

ED 084 999 HE 004 892

AUTHOR	Sherman, Edith M.; And Others
TITLE	Patterns for Progress in Aging: A Work Study in Social Gerontology.
INSTITUTION	Administration on Aging (DHEW), Washington, D.C.; Denver Univ., Colo. Dept. of Sociology.
REPORT NO	DHEW-SRS-73-20190
PUB DATE	Jun 73
NOTE	54p.; A Demonstration Project at the University of Denver
AVAILABLE FROM	Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 ($0.60)
EDRS PRICE	MF-$0.65 HC-$3.29
DESCRIPTORS	*College Students; Field Experience Programs; *Higher Education; *Older Adults; Program Descriptions; *Senior Citizens; *Work Study Programs
IDENTIFIERS	*University of Denver

ABSTRACT

This report describes the Work-Study Project--Services to the Aging at the University of Denver. The project was designed to sensitize students in their understanding of the role and functioning of older people in a changing social structure and through a field work and academic program, to acquaint students with the occupational and professional potentials in the field of social gerontology. The project description reviews the initiation of work-study project, organization and structure, evaluation, and summary of the project. Appendices include brochures, a follow-up questionnaire, evaluation forms, and other related materials. (MJM)

FILMED FROM BEST AVAILABLE COPY

ED 091992

PATTERNS

a work study program in social gerontology

UNIVERSITY OF DENVER

U.S. DEPARTMENT OF HEALTH
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

HE 004 892

For sale by the Superintendent of Documents, U.S. Government Printing Office,
Washington, D.C. 20402. Price: 60 cents, domestic postpaid; 45 cents, GPO Bookstore
Stock Number 1762-00077

ED 084999

Patterns for Progress in Aging

A WORK STUDY IN SOCIAL GERONTOLOGY

A Demonstration Project at the University of Denver

by
DR. EDITH M. SHERMAN
Project Director
University of Denver

DR. MARGARET R. BRITTAN
Statistician
University of Denver

edited by
INA FRIEDELSON
Administration on Aging

INTRODUCTION

RELEVANT! The word echoes from the college campuses—from students and faculty alike—as they question the purpose and utility of a liberal arts education in a dynamic, rapidly changing world.

Many students seek to be "where the action is"—to break from the confines of the ivory tower. Faculties across the Nation are challenged to give birth to innovative, creative, and relevant types of educational curricula.

An answer in many disciplines has been "work-study" as a learning system which provides students with exposure to the real as well as the theoretical and, thereby, can enhance their understanding of both. The work-study project in social gerontology, described in the following pages, was designed for relevance.

In most American liberal arts colleges and universities there have been for many years specialized curricula within departments, such as psychology, sociology, education, dealing with specific populations which reflect the interest of theoreticians and researchers in specialized fields. Among these are courses in child psychology, adolescent growth and development, and primary and secondary education. Gerontology—the study of the aged and aging—is a recent arrival on the scene. Because of its newness, this emerging discipline suffers the lack of career guidelines and standards of professionalism. Moreover, it must compete for professional attention and university resources with the longer-established disciplines in a youth-oriented culture and environment.

Twenty million Americans are 65 years of age or older. Another 14 million will reach their 65th birthday, in the next decade. Although incorporation into the mainstream is the course the Nation wishes for its disadvantaged minorities, forces in our society have left vast numbers of older Americans marooned in isolation, poverty, and idleness.

It is not uncommon to find specialists in many professions—law, medicine, nursing, social work, teaching—who have rejected, out of hand, working within their own professions with populations of older people. It is because of this backlog of disinterest with the field of the aging that an urgent need has arisen for colleges and universities to give greater attention to this seriously understaffed and misunderstood field.

The manpower needs to provide necessary services to the aging are critical, but equally important is an alert and educated citizen leadership, willing and able to recognize and respond to the needs of this segment of society.

The Work-Study Project—Services to the Aging, Sociology Department of the University of Denver, was an undergraduate, non-professional training program funded by the Administration on Aging, Department of Health, Education, and Welfare under Title V of the Older Americans Act. The goals of the project were: (1) to sensitize students in their understanding of the role and functioning of older people in our changing social structure and, (2) through a field work and academic program, to acquaint students with the occupational and professional potentials in the field of social gerontology and to show the way in which their own personal goals and skills might fit into these opportunities.

The report which follows is not a definitive or static design for academically-based field-work curricula in social gerontology. Some aspects of the project were highly successful while others failed to achieve the desired goals. The model is offered, rather, to encourage and guide colleges and universities in initiating and developing their own work-study projects in services to the aging.

3

INITIATION OF A WORK-STUDY PROJECT

An auspicious environment

The University of Denver is a private, initially church-related, institution which has grown from a small school of about 3,000 prior to World War II to an urban university attracting a heterogeneous student population of approximately 10,000 from all sections of the country.

The University is located in an area of almost 1,000,000 in population. The core—city and county of Denver—is surrounded by three suburban counties which, together, contain more than half the population of the State of Colorado. Denver, the state capital, is the site of administrative offices of the major Federal, State, and city governmental units. It is also the administrative center of most voluntary agencies. Thus, it is an ideal location because of the availability of agencies for student placements.

The State of Colorado has established a State Division of Services for the Aging which coordinates and oversees community planning and services. In addition, there is a Metropolitan Committee on Aging, serving Denver and its suburbs.

The Denver area enjoys the fruits of widespread growth and development in such activities as specialized housing for the elderly, recreation centers, mental health facilities, and senior citizens' organizations. These public and voluntary social service programs are important for student placements. In addition, in the model project, the personnel of public and voluntary agencies were recruited to serve on an advisory board—to guide the project and to provide a link between the university and the community.

University conditions

Neither social gerontology as an academic discipline, nor work-study as a learning format was firmly established at the University

of Denver. Although some departments at the University did offer field work in combination with academic studies, the Sociology Department had no work-study program at the time the services to the aging project was launched. The University had occasionally offered courses in the specialized field of aging (for example: **The Psychology of Aging, The Sociology of Later Maturity,** and a research project in the College of Business on the demand for specialized housing for the aging) which did help to set the stage for initiating a broader, more comprehensive program.

The model project was housed in the Sociology Department principally because the professor who initiated and directed the project was a member of that faculty. Such a specialized curriculum could, as well, be offered by a university psychology department, a social welfare department, or another department, or under inter-departmental auspices. The home base of such a project in terms of departmental aegis is not significant for a successful beginning; what is critically required, however, is the involvement of one or more deeply committed faculty members. Placement of the course will probably be related to the professional attachment of such faculty members.

Need for a catalyst

Tradition, almost by definition, resists change. A catalyst is often essential to introduce innovative programs into any traditional college structure. A single staff member, with sufficient commitment and initiative to design an effective program, can be that catalyst—can convert indifferent colleagues and create the climate for faculty and administration support for curriculum changes.

The director of the work-study project had long had an interest in the field of social gerontology. Her teaching assignments included the 5-hour, one-quarter course offering—**Sociology of Later Maturity**—in which students made occasional field trips to observe some of the services to the aging. Student reaction to these trips contributed to the project director's idea that field work experience would be a valuable adjunct to the academic studies in social gerontology.

In addition to teaching and conducting research in the field of aging, the project director was a member of the State Commission on Aging, and a participant on boards and committees of agencies providing social services to the aging.

The work-study project was funded for 3 years by the Administration on Aging. During this time it evolved from a one-quarter

course (12 weeks of both classroom and field work) to a full academic year course (three quarters) in which the students had daily class work in the first quarter followed by weekly seminars, and a total of 30 weeks of field experience. The project director worked full-time during the summer before the course was first offered planning the curriculum. She also spent this time contacting social agencies to assess their capacity and willingness to accept student placements and made special efforts to contact potentially interested students. At least half her time during the academic quarters was devoted to teaching and administering the work-study project.

Staff structure

Because of the project's experimental nature, and in order to collect pertinent data which could be of value to other educational institutions, evaluation was built into its design. The director reported annually to the Administration on Aging and to the University of Denver, and changes in its design were made each year to improve the course.

A statistician was employed during the first summer to devise the instruments for measuring the impact of the work-study project upon students, agencies, and older people. Thereafter, the statistician collated and analyzed the data submitted during the course, and assisted in drafting the annual reports.

In addition to the project director, who occasionally observed students at work and kept in touch with the participating agencies, a graduate student was employed half-time as a field supervisor. The field supervisor maintained continuing contact with the class, university staff, the agencies, and the senior citizens involved. In general, he observed each student on the job once per quarter, and did trouble-shooting as needed.

A half-time secretary handled the clerical work for the project, including the yearly report. The project director was also assisted 10 hours per week by a student who handled such assignments as compiling bibliographies of resource material.

Experts in geriatrics and gerontology were recruited as guest speakers and lecturers; representative older people were also invited to participate in seminars.

This staff structure proved an efficient distribution of responsibilities in supervising a work-study program. However, alternative models could be designed in which, if reports and evaluations were not required, staff needs could be reduced. At the minimum,

staffing should include the project director, a field supervisor, and adequate clerical support.

Student recruitment

Enrollment in the work-study project in social gerontology was, for the most part, limited to upper division students in good standing. No prerequisites were demanded; by the junior year, however, all students should have completed an introductory sociology course and the total of 15 hours in social sciences required for all liberal arts students. (Other liberal arts requirements are 15 hours in the humanities, 15 hours in the natural sciences, and 15 hours in mathematics.)

Courses related to aging, such as **The Sociology of Later Maturity** had enrolled about 25 students in prior years. However, uncertain that college students would find working with elderly people a desirable experience, the staff expended considerable effort to interest and attract students.

Brochures to advertise the new work-study course were prepared, encouraging personal communication with the staff and pre-registration during the summer months. (See Appendix I.) The brochures were sent to student majors (juniors and seniors) in sociology and the other social sciences, the humanities, and recreation. In addition, mailings were sent to other colleges and universities in the metropolitan Denver area.

Forty-seven students (about 10 more than had been expected) enrolled for the work-study project in the first year. The second year enrollment was 39; the third year, 38. Despite efforts to attract students from diversified fields, between ⅔ and ¾ of the students enrolled each year were sociology majors. Majors in other social sciences, psychology, and education were also represented, and there were occasionally enrollees from such varied fields as hotel and restaurant management, journalism, radio and television, music, international relations, and Latin American studies.

Most of the students enrolled during the 3 years were regular youthful college students. Nevertheless a significant number of older persons were attracted to the project. For example, two Catholic nuns, one priest, two ministers, several ex-nurses, and several middle aged housewives were enrolled.

The student body of the University is largely middle class with only a small percentage of underprivileged and/or ethnic minority students. The project staff did, however, seek students and work

placements among all ethnic groups. During the 3 years of the project, a total of five Negroes and three Orientals were enrolled.

There was a disproportionate ratio of female students enrolled in the course at all times and only in the third year of the project did the number of males rise to 25 percent of the class.

Agency involvement and placement

As noted at the beginning of this section, the metropolitan area of Denver is the headquarters of government and voluntary agencies which provide services to the elderly. Thus, there was available to the project, within reasonable distance, a number of agencies to solicit for possible student placements.

The Colorado Commission on Aging, as one of its activities, publishes a *Directory of Services and Facilities for the Aged*. This directory lists existing agencies and activities by county throughout the State and by categories such as employment, health services, nursing homes, housing, recreation, retirement services, and social services. The Metropolitan Council for Community Service (located in Denver) also publishes a directory, which, although inclusive of all social services in the metropolitan area, gives appropriate attention to services to the aging. Both directories give useful information such as names of staff members, addresses, telephone numbers, hours, and descriptions of functions. Directories such as these, if available, are invaluable in pinpointing community resources.

In addition, the State of Colorado and the metropolitan region of Denver have had a long and intense civic involvement with the interests of older people stemming back to the early political success of the Townsend Movement and the National Annuity League. (Colorado was one of the first states to have a substantial old-age pension program and state medical care for the elderly.) As one outgrowth of this long-term interest there is an active Metropolitan Committee on Aging which has access to the Planning Consultant on Services for the Aging in the Metropolitan Council for Community Service. This individual also serves such organizations as the Conference on Non-Profit Housing for Aging, the Federation of Organizations of Older People, and the Foster Grandparents program. The Metropolitan Committee and the Consultant were extremely useful bridges to agencies for student placement.

In communities where such excellent resources are not available, a college or university could compile a listing of nursing homes, high-rise apartments, clubs and recreation centers for senior

citizens, etc., from local advertising or from the yellow pages of the local phone directory.

In the first 2 years of the project, letters of inquiry and a reply form (see Appendix II) were sent to all potentially interested agencies in metropolitan Denver. Most agencies responded favorably; a few, which provided highly professional services, could see no feasible work for undergraduate college students within their program and some other agencies felt their senior clients were completely independent and not in need of any social services.

By the third year of the project, based upon the 2 previous years' experience, letters were sent only to selected agencies in which the relationship had proven to be fruitful to the elderly citizens, the students, and the agencies. Agencies in which the tasks performed are perfunctory (e.g., estimation of Social Security eligibility or Medicare coverage) or administrative agencies in which personal contact with senior citizens was minimal or nonexistent did not appeal to most of the students, who were interested in warm, human relationships with aging persons.

Participating agencies were grouped in the following five categories: housing, recreation, rehabilitation (physical and mental), custodial care (nursing homes and boarding homes), and social services (economic and employment).

Agencies were asked to respond, prior to the opening of class, indicating the type of work available for students, hours, and other details. In addition, cooperating agencies were asked to agree, before students began to work in their facility, to return a form at the end of the project (see Appendix III) evaluating the student's work experience.

Thus, prior to the beginning of classes in the fall of each year, the project staff had a fairly accurate idea of the type of agencies, location, student tasks, time schedules, etc., upon which they could depend for student field-work experiences. Remaining tasks were to match student desires and programs with available placements.

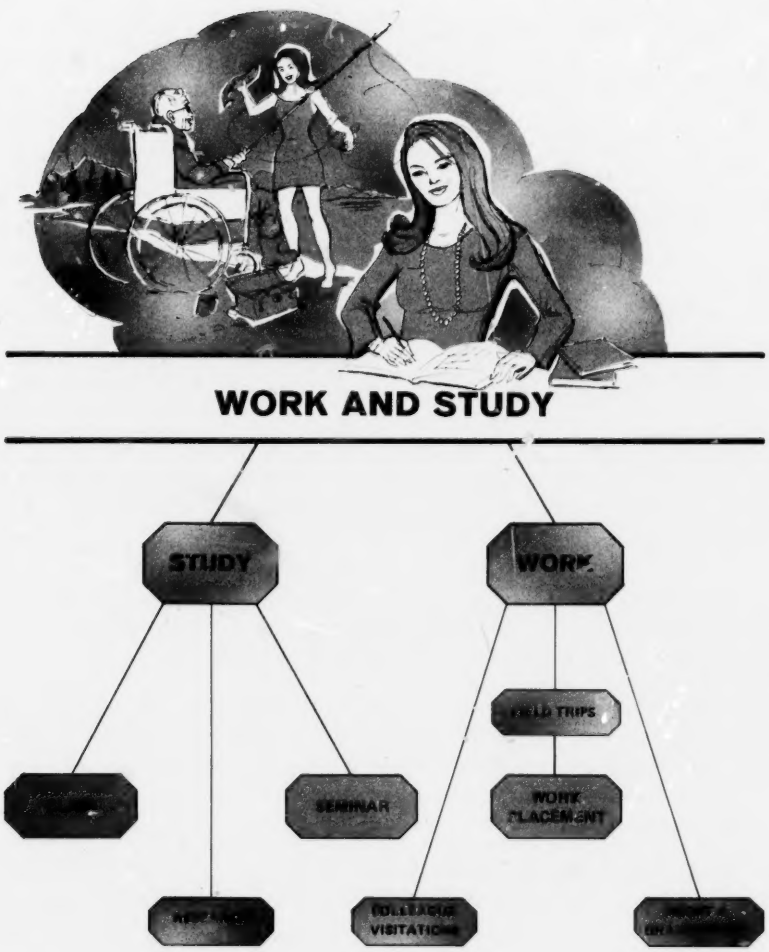
Funding the project

The total cost of the 3-year demonstration project was about $104,000. A portion of this money was spent for statistical analyses and formal reports to evaluate the project—expenses which need not be incurred in routinely administering a work-study project.

Project costs included a proportionate share of staff salaries. In addition, students enrolled in the project received a stipend of $2.00 per hour for 6 hours of work per week. They were also allotted $1.00 for each work session (usually two per week) to cover their transportation costs. Compensation for the work portion of the program may have been significant for a small number of students but the opportunity for field experience seemed a much greater attraction to most of the enrollees. Thus it is reasonable to assume that work-study in social gerontology would appeal to students even if stipends were not available.

Funds were also included to pay experts in geriatrics and gerontology. Some guest lecturers appeared without compensation but the availability of money for honorariums did permit greater flexibility in recruiting guest lecturers from other faculties, outside professions, and the community.

In the final year of the project, a total of $1,200 was available for distribution to the students to be used for purposes of enriching the lives of the senior citizens with whom they worked. Because most of the agencies to which students were assigned operated on tight budgets, these additional monies were extremely important in permitting innovation by the students. The fund was used, with the approval of the project director, to purchase art, craft, and music supplies for use in working with the elderly. Money to transport older people to such activities as concerts, sporting events and a Valentine Dance, was also available from this small fund.


WORK AND STUDY
STUDY
WORK
SEMINAR
WORK PLACEMENT

ORGANIZATION AND STRUCTURE OF WORK-STUDY PROJECT

Academic program

The instructional part of the course was planned to give students an awareness of the research findings and theoretical insight into the biological, psychological, and sociological aspects of aging.

The goal was for students to be, at least, acquainted with these "formal aspects" of social gerontology before beginning their field experience. However, during the first year, which was limited to one academic quarter, it was necessary to initiate the work program simultaneously with the academic program. The haste with which the work assignments were made, and the lack of student orientation, were not satisfactory and the staff concluded that a viable work experience could not be conducted in the scope of one academic quarter.

In the second and third years, the work-study project was expanded to a full academic year (3 quarters, September to June). It was then possible to schedule during the first quarter a 5-hour offering (daily meetings for 12 weeks) for class sessions.

Material covered in class included:

- the biological and physiological aspects of aging (e.g., acute and chronic diseases of the aged, nutrition),
- the psychological and sociological aspects of aging (including mental health, family structure, self-image, societal image, economics, and differences among sub-cultures in American society),
- the responsibility for and response to the aging by institutions such as government, the church, the family. The development and administration of Social Security and Medicare were among subjects discussed, as well as comparisons of the United States' experience with other countries and systems.

Textbooks, as such, in the field of social gerontology are scarce and none used during the 3 years of the project was completely

satisfactory. A number of in-depth studies of particular aspects of aging and services to the aging were also used*

The academic program was further augmented by guest lecturers from other faculties—medicine, theology, anthropology—and practitioners in the field of aging, such as administrators of facilities serving older people and government officials.

In addition to the class work, during the first 6 weeks the students participated in a minimum of one field trip to each type of facility or service. At the sixth week, then, they had familiarity with various aspects of aging and the variety and scope of services to the aging, and were in a better position to make a choice of a work placement most suited to their own needs and capabilities. In addition, students by this time had their academic schedule for the entire year tentatively structured to accommodate a work experience for the following 30 weeks.

In the second and third quarters of the year-long course, a 2½-hour seminar, meeting once a week, was scheduled. The seminar served as a mechanism for feedback from students, agencies, elderly citizens, field supervisor, and staff. In addition, the seminar offered an opportunity for the exchange of experiences and insights into how creative and innovative experiments used by one student might be adapted by another student in the framework of his work setting.

For the most part, the seminars were conducted as panel presentations and discussions, rather than in lecture format. Panels of older people discussing retirement, euthanasia, and the general problems of aging (such as withdrawal, economic stresses, activities, living arrangements) were eminently successful in the model project. The elderly participants were carefully selected for their ability and willingness to communicate with students, and their participation was stimulating to the class and satisfying to themselves.

At the end of the first quarter, a routine test of the student's knowledge of the discipline of social gerontology was given. This was the only formal testing instrument used during the year. The students' progress was also assessed from the special projects they undertook and from a number of evaluation methods discussed in a later section.

Although it was felt that a combination of work and study would have considerably more appeal than a typical academic offering, the large enrollment the first year was unanticipated. As expected,

* Textbooks and in-depth studies used in the course are listed on page 48.

extension of the project from one quarter to three quarters did cut down the number of students who were able or willing to spend 10 academic hours within the specialized field of aging. In addition, the attrition rate for the full-year course was higher than for the one-quarter offering. The class size at the end of the second and third years, 30 to 35 students, seemed an optimal number. In terms of placements and field trips, numbers in excess of 35 created considerable pressure for the staff, especially the field supervisor.

Student participation in the seminars and classroom discussion did not seem to depend upon the class size. The largest class seemed to be the most communicative and the smallest class the most withdrawn.

Participation depended more upon personality characteristics of the students, and, possibly, the age of the students. The higher the ratio of older students to younger students, it seemed, the better the communication within the group.

Field experience program

The second aspect of the model program was field placement in an agency or agencies of the student's choice.

After determining in which one of the broad categories of services to the aging each agency should be placed—housing, recreation, rehabilitation, custodial care, and social services—arrangements were made to take the class, either as a whole or in more manageable smaller groups, to visit one facility in each of the five categories. In some, but not all, instances, the facility was one of those cooperating in the work-placement program. Administrators and senior citizen participants usually received the students most cordially, and often went out of their way to explain their program and show off their facility.

Student choices of their field placements depended upon the following considerations:

1. Technical problems—scheduling of time in relation to their total academic program; coordination of transportation with student colleagues (two or more students in one placement was thought desirable); coordination of time with agency needs.
2. Student individuality—previous experiences in social services; skills and capabilities (e.g., arts, crafts, music, dance, physical education, community organization); personal and emotional characteristics (age, sex, ethnic background, and religion, for

ACHIEVING IN-DEPTH AND IN-BREADTH RELATIONSHIPS

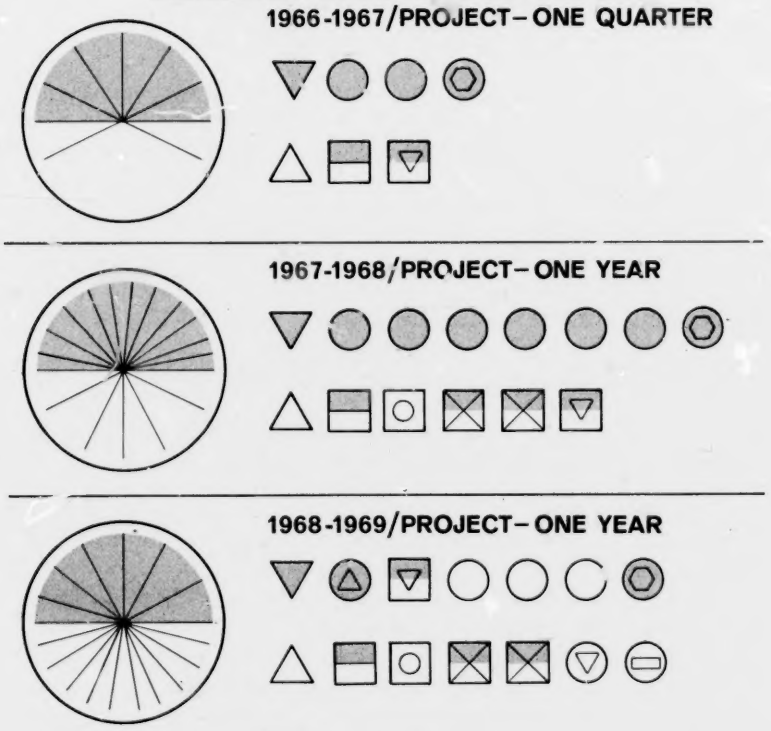


FIGURE III

example, as well as student's desire to work with mentally and physically well or disabled, dependent or independent elderly).

Students performed a variety of tasks commensurate and appropriate to their skills, talents, and personalities. These tasks ranged from simple friendly visiting to establishing recreation programs, printing a monthly newsletter, teaching English to the foreign born, conducting *Great Books* discussions, taking older persons to concerts, hockey games, etc., and performing necessary secretarial record-keeping functions. The tasks were highly individualized to suit the situation and the persons involved.

The coordination of student choices with agency response forms was carried out by the total staff. Letters of introduction were given each student for presentation at his initial work session. The field supervisor was available to the students to answer questions and handle any special problems prior to the first work session.

Initially students were encouraged to split their 6 hours of work into two 3-hour sessions in separate placements representing diverse circumstances—for example, a nursing home and a recreation center. This was the procedure followed for the first 2 years of the project. Although the work experience was extended from 11 weeks in the first year to 30 weeks in the second year, students and agencies still sought a more extensive work program.

Therefore, in the third year, where feasible, students were encouraged to select only one placement for the entire academic year. (In a few instances where, for example, a senior club in a church met only once a week, an individual student needed to fill out his program with a second placement.) The long-term, one-facility placement helped to achieve the "in-depth" experience which students, agencies and senior citizens all seemed to think was desirable.

In the third year of the project, in order to achieve "in-breadth" what the staff and students felt was lost by the "in-depth" one-facility placement, a student-to-student visitation program was initiated. Each student was asked to accompany a student colleague as he worked on the job.

Four such visitations, in each of the placement categories aside from his own, were made during the 30-week work period. It was hoped that by observation of a different type of facility, different work experiences, different populations of senior citizens, and different atmospheres, students' awareness of the multiple factors affecting the life of aging individuals would increase. Students submitted reaction reports of each visitation which the staff used to

evaluate the impact of the experience upon the students. In addition, the visitation program achieved a one-to-one student relationship which allowed for intimate communication between class members and a broader feedback in the second- and third-quarter seminars.

Special projects

1. Term Paper: An in-depth term paper was assigned to each student—related to his special category of field work. This long-term research project gave the student an opportunity to coordinate primary (field experience and interviews) and secondary (reference) sources. In the second and third years of the project, the outline or rough draft of the report was due at the end of the second quarter, and the final report was required at the middle of the third quarter.

Bibliographies prepared by the students for this research were collated as source material for all the enrollees in the project.

2. Shopping Habits Survey: In the second and third year of the project, in order to afford students a first-hand experience with sociological research methodology, all of the students participated

in designing and conducting a survey of senior citizens' grocery shopping habits. This research, suggested by priorities of the Administration on Aging and the Metropolitan Committee on Aging, explored circumstances surrounding the shopping habits of urban senior citizens, including such concerns as transportation, packaging, accessability of food stores, and the impact of inflation on purchasing patterns.

The experience of personally interviewing senior citizens and the problems encountered in researching this particular population contributed to the students' general understanding of aging persons. The contrasts of life style and circumstances among the elderly (for example, the middle class and the poor; the aged who live with families and those who live alone; and the well, able bodied, independent and the sickly and dependent) were made very vivid by this personal contact. For most of the undergraduate students this was the only exposure they had had in their college years to the techniques of sample selection, interviewing, and collating.

3. Mass Media Content Analysis: Each year, students collected materials from the pictorial and printed mass media which presented the public "image" of aging in the United States. Students'

perceptions of society's attitude were heightened as they amassed, and commented upon, advertising materials dealing with the prevention of aging, the covering up of aging, the successful "dealing with" aging, and the denial of aging.

4. Adopt a Grandparent: Students in the second-year's program suggested that an opportunity to develop an in-depth relationship with an individual elderly person would be a desirable addition to the project. Such a relationship, the students thought, should be developed in a non-institutional setting where privacy and intimacy, not usually available in an institution, could be found.

The names of potential grandparents were sought from service agencies such as Community Homemaker and Visiting Nurse services, from ministers and church visitors, from Foster Grandparent waiting lists, and from personal acquaintances of staff and students.

Because of time, transportation difficulties, or disinterest, a few students did not seek out a grandparent. The "fit" of grandparent and student was poor in some cases (inability to communicate, artificiality of the relationship, inter-generational gaps, differences in values, prejudices on racial, religious, social class grounds) and the relationship was terminated.

For those students who did persist in developing the relationship, the rewards were considerable, including the growth of insight into the meaning of such factors as retirement, withdrawal, family mobility, urban change and relocation, inflation and fixed incomes, and mechanisms to cope with physical and emotional disabilities.

Participants in this experimental aspect of the program were sensitive to its goal—to act as the catalyst in involving the grandparent in more satisfying activities and relationships. However, they did not feel the relationship achieved the goal. Neither were many of the students able to find, from among community resources for the elderly, meaningful substitutes for the grandparent-grandchild relationship when it ended.

Although admirable for out-reach and re-engagement efforts, the staff feels that such a project requires careful preparation and attention to the pairing of grandparent and grandchild, the needs of the older individual, and naturalness of the contact, in order to be successful.

Another college or university might expand, restrict, or eliminate any of the special projects outlined above, or introduce others, without endangering the goals and purposes of a work-study project in social gerontology.

EVALUATION OF WORK-STUDY PROJECT

The project was designed to be flexible—to be restructured when and if necessary to serve the needs of students, agencies, and the aging. Techniques for information acquisition and evaluation were built into the model program from the beginning. Data obtained from these sources were used in modifying the project design. The information-gathering procedures, themselves, were scrutinized and revised to better serve the purposes of the project.

Evaluation procedures

1. Student Biographical Data Sheet. This was an aid in making individual field-work assignments, in analyzing individual and class response to the work-study experience, and for follow-up. The information gathered included vital statistics, experiences in social services, reasons for taking the work-study project, future occupational goals, academic program, hours available for work, and permanent address. The same questionnaire was used throughout the 3 years (see Appendix IV).

2. Pre-Post-Attitude Tests. At the first meeting of the class and again at completion of the course, students took an identical test designed to measure their values, attitudes and prejudices about aging and societal responsibilities for the aging. Comparison of the two tests provided some measurement of the impact of the work-study project. An essay-type test was used originally. But by the third year the staff had devised and adopted a forced-choice test which could be subjected to statistical evaluation (see Appendix V).

3. Agency Reply and Agency Reaction Report. These reaction reports (see Appendix III), together with student reaction reports, helped the staff identify the conditions which contributed to successful work experiences. They were a guide to curriculum

design and work placements for following years. The reply form (discussed on pages 8-9) enabled the staff to do some advance planning for work placements.

4. Student Reaction Reports. These reports were designed to show the students' changes in perception and growth during the work-study project. Four times during the 30-week period (less frequently during the one-quarter course in the first year) students were asked to give their evaluations of the agency and staff, the specific type of work being done, the reaction of the elderly to the student's presence, and the emotional response of the student to his specific work experience and to working with the elderly.

Similar, but less detailed, reports of student reactions to agencies visited during the third year of the project were also required. (See pages 15-16 for details of the Visitation program). During the 3 years, different testing methods—essays, forced-choice, completion—were used to elicit student reaction. Statistical evaluation of this small number of replies was not meaningful; the staff found an essay type test produced the most useful responses (see Appendix VI).

In the third year, also, student participants in the Adopt-a-Grandparent program were asked to answer the same questionnaire four times during the 30-week period, giving their appraisals of the circumstances of the grandparent and an evaluation of the student-to-grandparent relationship. (See Appendix VII). These reports were also useful in measuring changes in student perception, as well as the affect of this program upon both student and older person.

5. Advisory Board Evaluation. The Advisory Board met on an ad hoc basis, both to respond to problems arising in the project and to give general advice. Minutes of these meetings were kept. In the last year, the Board members were asked to complete an evaluation report and to state their projections for the future of such a work-study project (see Appendix VIII).

6. Staff Reports. The field supervisor, who observed each student on the job each quarter, submitted an open-ended analysis of each student's work as well as a recommended academic grade for the work aspect of the cumulative grade.

It should be noted that because of the joint sponsorship of the model program by the University of Denver and the Administration on Aging, a yearly "Summary, Evaluation, and Projection" for the funding agencies was mandatory. The feedback and eval-

uation mechanisms, therefore, were very detailed and extensive. Depending upon the individual setting of other projects, such detailed analysis may be unwarranted and unnecessary.

Achievement of project goals

"I will still read with interest the latest developments and news of the elderly—occasionally visit one of the nursing homes where I worked. Thanks again for the awareness!"

"I have taken courses and worked with mentally retarded children and adults. I can truly say the work-study class gave me much insight into these people's problems."

"I know that I will always have an active interest in the elderly —thanks to you."

Testimonials such as these, from students who completed the work-study project, speak of insight and awareness developed by the students. But enhancement of student sensitivity to the conditions of older people in our changing society can be measured by more than testimonials.

Student initiative, understanding of, and compassion for older people helped to fill unmet needs of the elderly and the agencies serving them. For example:

A student sought out and developed work contracts for a senior club which depends upon such work for its volunteer program.

A student developed patient "case history" files for a nursing home and did follow-up interviews with disassociated family members.

Students put out the first newspaper which residents in a high-rise apartment building had wanted and intended to start.

A student developed a questionnaire for nursing-home patients regarding their past experiences and present interests in order to develop the kind of activity program suited to them. This nursing home now plans to employ its first activity director.

Students developed a Saturday and Sunday recreation program in two agencies serving aging persons who were especially neglected and lonely on week-ends.

Through student innovation, new activities for the elderly were launched:

Students initiated a metropolitan-wide Valentine Dance, free to senior citizens. The students handled all details of the event—

decorations, refreshments, entertainment—and even made special transportation arrangements so that disabled older persons could attend.

Students started a rhythm band in a custodial nursing home and worked to convince the staff of its therapeutic value.

Students created a location map of all senior citizen clubs in the metropolitan area, so that inter-club functions could be organized.

Students motivated the emotionally and financially needy aged to work on programs to help others (Easter baskets for poor children, gifts for hospital patients, a bake sale to raise money for their own facility), demonstrating to these older people how rewarding such volunteer activity can be.

Students in a housing development organized and carried out a "Happy Hippy Happening"—to bridge the generation gap, and entertain the older people.

Students' lives were also enriched. One student, who was trying to teach English to foreign-born older persons, learned their language and religious traditions. One student attended a medical commission and commitment hearing, a new experience for both the student and the senior citizen.

Not all ambitions of the students were realized, of course.

A recipe exchange group was started at a recreation center in a high-rise public housing project, with a monthly luncheon given by the donor of the recipe. But a cookbook of favorite recipes, the students planned to edit, was never published.

A student started an exercise class for members of a community center in a high-rise apartment building—to get these older people ready for skiing. There was no marked increase in attendance at the slopes, however.

In addition to developing aware students, who might become the leaders of a national commitment to raise the quality of life of older persons, the project sought to acquaint students with occupational opportunities in fields serving the elderly.

Two students, while enrolled in the work-study project, were inspired to design a demonstration food service program for older people. They applied for and received a grant under Title IV of the Older Americans Act to conduct this demonstration project which is now under way at five different locations in the city of Denver.

The project staff designed a reporting form for follow-up of students who completed the work-study project (see Appendix IX). In order to obtain understanding of the long-range impact of such a project, it is planned to maintain follow-up for several years. Data compiled on the students who completed the project in the first and second years show that 36 per cent are now working with the elderly. Most of these are in paid employment ranging from social case work in public aid programs, nursing homes, and voluntary family care agencies, to adult education for the culturally deprived, job-counseling for the hard-to-place, and direction of an OEO-sponsored senior citizens recreation program. Several of the students, who went on to graduate studies—public administration and social work, for example—concentrated their field work or research on the elderly.

Comments of these graduates reveal some of the practical benefits they derived from the work-study project:

"Program was best preparation for my job—learned something about interviewing. Looked at all angles of a problem—most worthwhile course I had."

"It was a beneficial program in that it has helped me channel programs for the elderly in regard to their basic needs."

"My first case (graduate school of social work), because of my stated interest in the aging, was an OAP recipient and family with economic, medical, and alienation problems—very gratifying to work with them. I was obviously a good choice with my gerontology background."

Pitfalls and problems

Despite the measurable success of the project, there were difficulties to overcome and some to which solutions were not found.

1. Student reaction. Some students failed to carry the theoretical insights into their work, tending to personalize the experience. Many had much higher expectations and demanded more rapid change than either the older people themselves or the agencies serving the elderly could accomplish. Their assessment of conditions of life of the elderly person—difficult, good, poverty-stricken—often differed from the judgment of the older people. There seems to be a considerable gap between the value systems and life styles of these two generations.

These attitudes can produce emotional drain on the student and can strain his relationships with the agency and the elderly.

Faculty counseling to reinforce class teaching may be needed for some students, to bridge the gap between theory and practice, to emphasize the need for a public policy response to the conditions of the elderly and minimize the student's individual, emotional response.

2. Agency reaction. Most participating agencies made thoughtful work assignments, cooperated with the students, and were satisfied with and grateful for the students' efforts. There was agency resistance, however, to many innovations, particularly if student suggestions appeared to require additional work for the regular staff or additional funds.

In some cases, the agencies were discouraged by the students' impractical or naive idealism. Students, for their part, were occasionally impatient about the indifference and stultification they perceived in agency staffs.

Considering the shortages in staff and finances with which agencies must cope, their wariness about new and possibly costly programs is understandable. However, faculty of a work-study project can minimize this friction by encouraging students to consider the effect of any innovation upon the routine work of the agency. Students should plan how a program launched by them can be continued after their work experience has ended, without making demands on regular staff. They should weigh the benefits of innovative measures and learn to enunciate them in a reasonable way to the agency and the elderly. They should consider the costs of an innovation and investigate outside resources to finance it. (The availability of a petty cash fund on which the students drew was extremely helpful.)

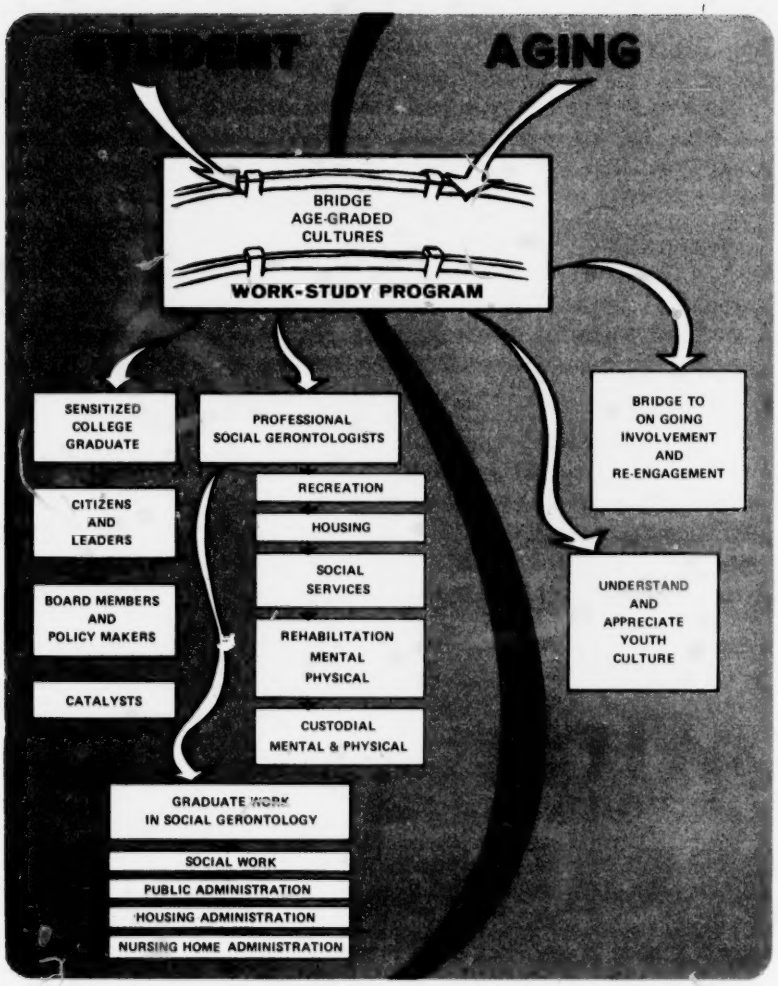
3. Reaction of elderly persons. Because of personality factors in both age groups, relations between students and the elderly may initially be poor. Faculty contact with the older group may be limited; therefore, the faculty must work with the students to encourage tolerance and a willingness to compromise so that the work assignment will be successful. Failing that, however, reassignment of the student to another environment or placement would be indicated.

Where in-depth relationships have been developed between students and aging individuals, separation may be traumatic for the older person. Faculty must impress upon students their responsibility for easing this separation by involving substitute persons and services in the life of the older individual.

Contrary to expectations, students found work in "difficult" assignments to be more rewarding than some of the "easy" assignments. In placements involving physically or emotionally dependent and/or disabled aging persons, such as custodial facilities and rehabilitation centers, students were challenged to be innovative. Although their activities produced no marked changes in the conditions of the elderly, the response of the older people was gratifying.

Students reacted negatively to placements (some specialized housing facilities, recreation centers and senior citizen clubs) in which the "fiercely independent" elderly saw no purpose in the students' presence or in developing any relationship with college age students.

GOALS


AGING
BRIDGE
AGE-GRADED
CULTURES
WORK-STUDY PROGRAM
SENSITIZED
COLLEGE
GRADUATE
PROFESSIONAL
SOCIAL GERONTOLOGISTS
BRIDGE TO
ON GOING
INVOLVEMENT
AND
RE-ENGAGEMENT
CITIZENS
AND
LEADERS
RECREATION
HOUSING
SOCIAL
SERVICES
BOARD MEMBERS
AND
POLICY MAKERS
REHABILITATION
MENTAL
PHYSICAL
UNDERSTAND
AND
APPRECIATE
YOUTH
CULTURE
CATALYSTS
CUSTODIAL
MENTAL & PHYSICAL
GRADUATE WORK
IN SOCIAL GERONTOLOGY
SOCIAL WORK
PUBLIC ADMINISTRATION
HOUSING ADMINISTRATION
NURSING HOME ADMINISTRATION

SUMMARY

The model project was conceived as a bridge to unite elements which tend to be structurally separate in our society but which need to function cooperatively. Specifically, the project attempted to bridge *work* with *study, theory* with *practice,* and the *culture of aging* with the *culture of youth.*

The staff is convinced from the data it has gathered that the integration of a formal academic experience with the opportunity for practical work involvement has proven to be a far more valid educational experience than one limited to the traditional academic structure. As a consequence of the 3-year work-study program of services with the aging, the Sociology Department at the University of Denver in the spring quarter of 1970 initiated an interneship program in which students may have practical field experience in several areas appropriate to the social sciences (e.g., gerontology, race relations, probation-parole, and family services).

The staff of the project felt that, in addition, the relationship with students could serve to keep senior citizens "in touch" with and involved in the dynamic social system in which they live. For those aging persons suffering from symptoms of disengagement, it was hoped that contact with students would serve to re-engage them. Despite references to the rigidity of older people—their critical perceptions of the youth culture, their tendencies toward isolation and alienation—on balance, the senior citizens with whom the students worked in the project showed great appreciation for this opportunity to become associated with college students and to develop a first-hand acquaintance with representatives of the youth culture. Most of the elderly were delighted with the involvement of college-age students in their lives.

Although it is impossible to measure the long-range impact of student relationships on specific behavior patterns of individual

senior citizens, the effect of such an academic and practical training program upon both students and older persons cannot be underestimated.

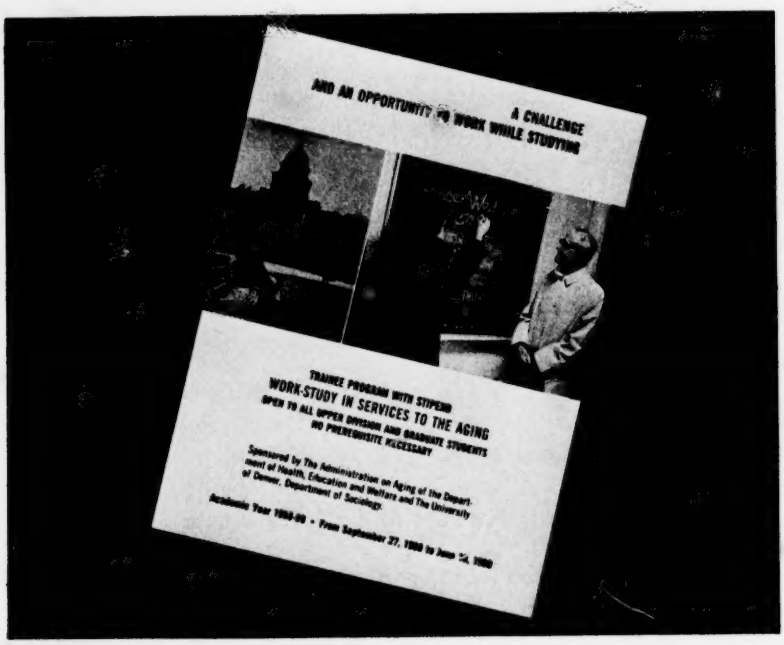
The goal of the model was to develop sensitivity and awareness in the students involved in the project. In addition, it was hoped that some of the students would make a professional commitment to the field of social gerontology. Both as educated citizenry and as professionals, they are needed by our society.

Despite the difficulties and frustrations encountered in developing an initial model, the project staff is enormously gratified by the response of the students and the number of them now working or committed to work in the field of social gerontology.

APPENDICES

	Page
APPENDIX I—Student Recruitment Brochure	30
APPENDIX II—Inquiry to Agencies and Agency Return Form	32
APPENDIX III—Agency Evaluation Form	37
APPENDIX IV—Student Biographical Data Sheet	39
APPENDIX V—Student Pre-Post Attitude Test	41
APPENDIX VI—Student Reaction Report	43
APPENDIX VII—Grandparent Evaluation Form	44
APPENDIX VIII—Advisory Board Evaluation Form	46
APPENDIX IX—Former Students Follow-Up Questionnaire	47

APPENDIX I—Student Recruitment Brochure


A CHALLENGE
AND AN OPPORTUNITY TO WORK WHILE STUDYING
TRAINEE PROGRAM WITH STIPEND
WORK-STUDY IN SERVICES TO THE AGING
OPEN TO ALL UPPER DIVISION AND GRADUATE STUDENTS
NO PREREQUISITE NECESSARY
Sponsored by The Administration on Aging of the Depart-
ment of Health, Education and Welfare and The University
of Denver, Department of Sociology.

1968 - 1969

A CHALLENGE
AND AN OPPORTUNITY TO WORK WHILE STUDYING

TRAINEE PROGRAM WITH STIPEND
WORK-STUDY IN SERVICES TO THE AGING
OPEN TO ALL UPPER DIVISION AND GRADUATE STUDENTS
NO PREREQUISITE NECESSARY

Sponsored by The Administration on Aging of the Department of Health, Education and Welfare and The University of Denver, Department of Sociology.

Academic Year 1968-1969
From September 27, 1968 to June 10, 1969

STUDENTS: Are you interested in CREATIVE ACTIVITIES in:

Arts – Crafts • Music • Literature • Great Books • Mental and Physical Rehabilitation • Dance • Recreation • Counseling

STIPEND: Approximately $50 per month and travel costs for participating students each quarter.

Here is a chance for an individual to work directly with older citizens in a selected setting from among a variety of settings and circumstances, such as high rise apartments, recreation centers, clubs, and nursing homes. To a creative student, this is an opportunity for expanding knowledge and developing new ideas and concepts. It may be a source of decision making on career choice.

Approximately 19,000,000 Americans are now over 65 years of age; most of them have reached "retirement" status—voluntarily or involuntarily. Their adjustment to longer life and leisure presents a challenge to most thinking and concerned college students as well as to society generally.

Cooperating agencies and facilities in the Denver Metropolitan Area, both public and private, will be selected and will include services in: employment, health, housing, reaction, retirement, education, income maintenance, and other social conditions of aging persons. A minimum of two students will serve together in one facility. Time and location will be arranged to meet the needs of the agency or facility and of the students involved.

OPEN TO ALL UPPER DIVISION AND GRADUATE STUDENTS—NO PREREQUISITE NECESSARY

Course Number 41–366

Social Gerontology (incorrectly listed in Spring Pre-Registration Schedule as 41–365, Sociology of Later Maturity) • Fall Quarter, Credit 5 hours • Time: 1 p.m., Room L301

Course Number 41–367.1

Seminar in Social Gerontology • Winter Quarter: Credit 2½ hours* • Time and place to be arranged

Course Number 41–367.2

Seminar in Social Gerontology • Spring Quarter: Credit 2½ hours* • Time and place to be arranged

*Will not constitute an overload to a 15-quarter-hour program.

APPENDIX II—Inquiry to Agencies and Agency Return Form

UNIVERSITY OF DENVER
COLORADO SEMINARY
Department of Sociology
University Park, Denver, Colorado 80210

WORK-STUDY IN SERVICES TO THE AGING

August 15, 19..

Dear Colleague:

As you may already know, the Sociology Department of the University of Denver was a recipient of a grant from the Administration on Aging, Department of Health, Education and Welfare, to be used in a work-study trainee program for undergraduate and graduate students at the University who are interested in conditions of older citizens in the Denver Metropolitan area.

From September 23 to December 9, 1966, we hope to have approximately 40 University students from whom a minimum of two students will work in any one agency, facility, or association in the area. They will work about 6 hours per week, and will be paid for their time and travel through the funds of the grant. We hope to have the interest and cooperation of many of your agencies in carrying out the intention of the grant both to interest students in careers with older persons and to make them broadly aware of the circumstances and conditions of this important segment of our population.

In staffed programs, we hope our students can assist the staff in whatever services you feel they are qualified to perform. In unstaffed facilities, we hope the students may help to initiate creative services and programs which may not now exist. Our faculty will work in close cooperation with you in carrying out this program and will do all we can to arrange the timing and type of service to suit your needs.

The only obligation on your part, aside from aiding our students to fulfill their functions, will be to answer an evaluation form concerning the feasibility of the program. We shall prepare the form for you and seek whatever other comments and suggestions you may have concerning ways in which we might improve this program should it continue beyond this pilot project. In some cases, where possible, we would like to seek evaluation from the older persons themselves.

In order to plan our program, would you be good enough to fill in the enclosed form and return it immediately.

If you have any questions or comments you may write to me or call me at 753-2948 or 377-3138. A brochure describing the pilot program is enclosed.

May I thank you in advance for your interest and cooperation in this project which is of mutual concern to us both.

Sincerely,

Edith M. Sherman

Dr. Edith M. Sherman, Program Director
Pioneer Hall South Rm. 432
University of Denver, 80210

EMS:ark
Enc: (2)

UNIVERSITY OF DENVER
COLORADO SEMINARY
Department of Sociology
University Park, Denver, Colorado 80210

WORK-STUDY IN SERVICES TO THE AGING

September 25, 19..

The University of Denver Department of Sociology, in conjunction with a grant from the Administration on Aging, Department of Health, Education, and Welfare, will again this year offer a work-study trainee program in services with the aging. This third and final year of funding will provide for a full year of academic study and training in the field of Social Gerontology for upper division undergraduate and graduate students. The program will begin September 27, 1968 and will extend until June 11, 1969. The first six weeks will be devoted exclusively to class work in the theory of aging and to field trips to agencies in the Metropolitan area. By the sixth week students should have selected the work assignments which seem most suitable to their interests and to the interests of the agency concerned.

We are again soliciting your help and cooperation in making your agency (where feasible) available for student field experience. Students will work about five hours per week, and there will probably be a minimum of two students assigned to each participating agency. We anticipate the students' work being both a meaningful educational experience as well as a service to the agency and to the older persons involved.

In staffed programs, we hope our students (approximately forty will be involved) can assist the staff in whatever services you feel they are qualified to perform. In unstaffed facilities, we hope the students may help to initiate creative services and programs which may not now exist. Our faculty will work in close cooperation with you in

carrying out this program and will do all we can to arrange the timing and type of service to suit your needs. Because of student preferences and time schedules, we will not be able to confirm a definite placement until about the end of October.

The only obligation on your part, aside from aiding our students to fulfill their functions, will be to answer an evaluation form concerning the operation of the project. We shall prepare the form for you and seek whatever other comments and suggestions you may have concerning ways in which this program might be improved.

In order to plan this year's schedule, would you be good enough to fill in the enclosed form and return it immediately (not later than October 15). If we are able to reach you by telephone prior to your receiving this letter, please consider the letter merely a written confirmation of our conversation. If you have any questions, you may write to me or call me at 753-2948.

May I thank you in advance for your interest and cooperation in this project which is of mutual concern to us both.

Sincerely yours,

Edith M. Sherman

Dr. Edith M. Sherman, Project Director
Pioneer Hall South, Room 432
University of Denver

EMS:sr

Work-Study Trainee Program University of Denver

RETURN FORM

Name of Agency; facility; organization: _____

Address: _____

Phone Number: _____

Name of Person to Contact: _____

Address: _____

Phone Number: _____

Approximate number of older persons served in your agency, facility, organization: _____.

Our agency (can) (cannot) use University students from Oct. 30, 19

(Please underline appropriate word)

If the agency can use:
Each Student will work approximately 6 hours per week. Indicate the *days* and the *hours* when student could best serve your needs:

Mon.	Tues.	Wed.	Thurs.	Fri.	Sat.	Sun.

General nature of work envisioned: _____

Comments: _____

Signed: _____ Date: _____

Return to:
Dr. Edith Sherman
Pioneer Hall South, Room 432
University of Denver, 80210

APPENDIX III—Agency Evaluation Form

AGENCY EVALUATION

Work-Study in Services to the Aging

Name of Agency or Facility _____

Address _____

Name of Person evaluating the *student* _____

Name of Person evaluating the *program* _____

Name of Student being evaluated _____
(Last) (First)

1. Did this student have any orientation session before beginning work with your facility? Yes ____ No ____
2. Did the student work with professional ____, volunteer ____, or no ____ staff members?
3. General nature of the work performed by this student? _____
_____
4. Give examples (if any) of ingenuity in his approach to problems. _____
_____
5. Was the student reliable? Always ____ Generally ____
Sometimes reliable ____
6. If the student had to miss a scheduled work session did he make it up?
Always ____ Usually ____ Never missed one ____
Never made up a missed session ____
7. In your opinion, was the relationship between the college age group and the older group helpful or therapeutic? Yes ____ No ____
Could you give one or two specific examples? _____ _____

8. What is your reaction to the program of work experience of college students with older persons? Please summarize your criticisms, comments, and suggestions below:

9. Are there problems of the aging and specific problems of your agency which you feel the students did not comprehend? Yes _____ No _____

10. In your opinion, does a program such as this Work-Study Project tend to *encourage* _____, or *discourage* _____ students from entering occupations in which they may be working with older persons.

11. Have you observed any noticeable change in the students during the year as regards their work and attitudes toward older persons?

    Yes _____ No _____

12. Since this is the end of a three-year partially government-funded project, is there any local community resource (public or private) which you believe does or could exist which could continue this sort of work program with older people? Yes _____ No _____

    If Yes, please list. _____

13. Do you or can you envision your agency continuing this relationship with college students on an on-going basis? Yes _____ No _____

    If Yes, would this be as

    a. _____ volunteers

    b. _____ part-time paid employees

    c. _____ other _____

APPENDIX IV—Student Biographical Data Sheet

BIOGRAPHICAL DATA

Name: _____
(Last) (First) (Middle)

Date _____

Social Security No. _____

Permanent Address: _____

c/o _____ Phone Listing _____

School Address: _____ Phone No. _____

Will you have the use of a car this quarter? Yes ____ No ____

Age: _____ Sex: _____ Marital Status: _____

Class Status (Please Circle): Junior Senior Graduate Special

Major: _____ Minor (if any): _____

Days and Hours you are available for work:

Mon. Tues. Wed. Thurs. Fri. Sat. Sun.

_____

_____

_____

Parent's Occupation: _____

Have you ever spent any time in social services (helping professions) work?

Yes ____ No ____

If Yes: (a) Were you? Volunteer ____ Paid Staff ____

(b) Briefly describe nature and extent of work: _____

_____

(c) Was this a summer job? Yes ____ No ____

(d) Full time _____ Part time _____

Check skills you have which might be helpful in working with older people:

____ Arts and Crafts	____ Serving
____ Music	____ Woodworking—Manual Arts
____ Drama	____ Counseling
____ Recreation	____ Business

____ Other (specify) _____

Check order of your preference for working:

____ Health Facility	____ Recreation
____ Housing	____ Economic, e.g. Social Security or Employment
____ Social Services	

____ Other (specify) _____

Comments which may be helpful in placing you with agency or facility: _____

_____

_____

_____

What are your tentative occupational plans after graduation? _____

_____

_____

_____

What motivated you to enroll for this course? _____

_____

_____

_____

APPENDIX V—Student Pre-Post Attitude Test

Name _____

Date _____

1. Choose from the list below those items which you feel are the most critical problems or issues facing elderly persons in the U.S. today. Number in order of *your* priorities from most critical (i.e. #1 most critical item in ascendency order to least important). Take your time and think carefully. Place your numbers in the column to the *LEFT*.

2. In the column to the *RIGHT*, indicate the importance in terms of *your* evaluation of each item:

   "a"—major importance

   "b"—average importance

   "c"—minor importance

( )	1. *Physical disabilities* e.g. loss of eye sight, hearing; slowness of gait, arthritis, etc.	( )
( )	2. *Emotional health* e.g. loss of self esteem, withdrawal symptoms, self pity, etc.	( )
( )	3. *Low pensions and/or minimum social security payments*	( )
( )	4. *Senescence* e.g. loss of memory, hardening of the arteries, loss of functional ability	( )
( )	5. *Fear of the cost of medical care*	( )
( )	6. *Fear of prolonged illness* (pain and suffering)	( )
( )	7. *Inflation*	( )
( )	8. *Can no longer retain residence*, either physically or economically	( )
( )	9. *Loss of job* (forcible retirement)	( )
( )	10. *Living alone*	( )
( )	11. *Loss of status because of retirement*	( )
( )	12. *Living far away from family or friends*	( )
( )	13. *Having to live in an institutional setting*	( )
( )	14. *Loss of most important role in life—work status*	( )
( )	15. *Living in areas of a city which occasion numerous difficulties* e.g. shopping, transportation, fear of going out alone	( )
( )	16. *Too much leisure time*	( )
( )	17. *Unavailability of appropriate activities for senior citizens*	( )
( )	18. *Need for legal and protective services*	( )

( ) 19. *Victims of frauds and quackery,* e.g. drugs, dance lessons, etc. ( )

( ) 20. *Loss of political power and effectiveness* ( )

( ) 21. *Rejection by voluntary associations,* e.g. stress or preference for youthful membership ( )

( ) 22. *Feelings of rejection by family* ( )

( ) 23. *Overconcern and fear of death* ( )

( ) 24. *Depression because of death and loss of friends* ( )

( ) 25. *Rejection of the aging process* (stress on agility and beauty—youth oriented society) ( )

3. In terms of social responsibility, the problems of the aging citizen in the U. S. should be (in order of *your* priorities with #1 being highest priority and #9 being lowest priority):

( ) a. The individual himself

( ) b. The immediate family

( ) c. The extended family

( ) d. County or city government (public agencies)

( ) e. State government (public agencies)

( ) f. Federal government (public agencies)

( ) g. Voluntary associations, e.g. lodges, clubs (private)

( ) h. Churches or religious associations

( ) i. Neighbors or friends

APPENDIX VI—Student Reaction Report

Name _____

Agency _____

Date _____

1. *Type and double space* a concise evaluation of your reaction to your work experience.

   I. Cover specifically a paragraph about:

      a. Your evaluation of the staff
      b. The standards of care
      c. The social service program (if any) in the facility

   II. Described very *briefly* and *specifically* what *you do* in your work.

   III. How do you feel about the older people with whom you work, and how do you think they feel about your presence in the Agency?

Name of facility visited _____

Name of student colleague with whom visited _____

Date of visitation _____

2. How did the visitation to your colleague's facility differ from your own work experience? How, if at all, did it broaden your perception of the circumstances of aging persons in our society? Be *brief* and *concise.*

APPENDIX VII—Grandparent Evaluation Form

Appraisal of Grandparent Relationship

Student Name _____ Date _____

1. Approximate age of grandparent:
   (a) 65-70 ____; (b) 71-80 ____; (c) 81 or over ____
2. Sex of grandparent:
   (a) Male ____ (b) Female ____
3. Living Arrangement:
   (a) Nursing Home ____
   (b) Boarding Home ____
   (c) Special (Specify) ____
   (d) Public ____
   (e) Old Folks Home ____
   (f) Single Unit Dwelling ____
   (g) Apartment other than above ____
   (h) Duplex or multifamily dwelling other than apartment ____
4. With whom does your grandparent live?
   (a) Community arrangement ____
   (b) Alone ____
   (c) With spouse ____
   (d) With relative other than spouse ____
   (e) With friend or friends ____
   (f) Other (Specify) ____
5. Does your grandparent have any family in Denver?
   (a) No ____
   (b) Yes, Children ____
   (c) Yes, other relatives ____
6. How would you appraise the physical health of your grandparent?
   (a) Very Poor ____ (c) Fair ____ (e) Excellent ____
   (b) Poor ____ (d) Good ____
7. What are the physical problems of your grandparent?
   (a) Vision ____ (c) Ambulation ____ (e) None ____
   (b) Hearing ____ (d) Other (Specify) ____
8. How would you appraise the *mental health* of your grandparent?
   (a) Depressed ____ (b) Disturbed ____ (c) Slightly Senile ____
   (d) Good ____ (e) Excellent ____ (f) Other (Specify) ____

To your knowledge, does your grandparent:	Regularly	Occasionally	Never
9. Go grocery shopping	____	____	____
10. Go shopping other than for food	____	____	____
11. Go to beauty shop or barber	____	____	____
12. Attend movies	____	____	____
13. Attend concerts	____	____	____
14. Attend clubs	____	____	____

	Regularly	Occasionally	Never
15. Attend sports events	_____	_____	_____
16. Visit friends	_____	_____	_____
17. Telephone friends	_____	_____	_____
18. Engage in political activities	_____	_____	_____
19. Engage in church activities	_____	_____	_____
20. Read newspapers	_____	_____	_____
21. Read magazines and/or books	_____	_____	_____
22. Sew	_____	_____	_____
23. Engage in painting, sculpturing, wood working, etc.	_____	_____	_____
24. Listen to music or play instrument	_____	_____	_____
25. Watch TV	_____	_____	_____
26. Listen to radio or records	_____	_____	_____
27. Go for walks	_____	_____	_____
28. Cook	_____	_____	_____
29. Do volunteer work	_____	_____	_____

30. *To your knowledge* what is the economic status of your grandparent?
    (a) Upper _____ (c) Lower _____
    (b) Middle _____ (d) Indigent _____

31. Source of income:
    (a) OAP _____ (d) Trusts _____
    (b) Social Security _____ (e) Stocks _____
    (c) Private Pension _____ (f) Other (Specify) _____

32. Previous occupational status: (Husband and Wife)
    (a) Professional _____ (d) Skilled labor _____
    (b) Business _____ (e) Unskilled (specify) _____
    (c) Government _____ (f) Housewife _____

33. What values or concerns (if any) do you think are most important to your grandparent?
    (a) Religious _____ (d) Economic _____
    (b) Political _____ (e) Intellectual _____
    (c) Familial _____ (f) Other (Specify) _____

34. Because of my relationship with _____, I see
    (a) No change in his (her) activity _____
    (b) Minimal change in his (her) activity _____
    (c) Substantial change in his (her) activity _____

35. I appraise my relationship to my grandparent and his reaction to me in the following manner: _____

_____

_____

_____

APPENDIX VIII—Advisory Board Evaluation Form

May 19, 19..

As you may know, June 10 marks the end of our three-year Work-Study Project in Services with the Aging. Although we have several devices for measuring the effect of the project on students, on the elderly, and on the agencies, we are eager to solicit the evaluation of those of you in the community who have served as Advisory Board Members.

Would you be good enough to address your comments to the subjects shown on the enclosed outline. May I urge you to return the evaluation in the enclosed, addressed envelope by May 30th. This would enable us to discuss the various evaluations at our final Advisory Board Meeting. Please be as candid and honest in your comments as possible.

Our final Advisory Board Meeting will be Wednesday, June 4 at 12:00 noon in the new General Classroom Building, room 413. Please make note on page two of the evaluation form as to whether or not you will be able to attend. Lunch will be served at the meeting.

Sincerely,
Edith M. Sherman, Ph. D.
Project Director

EMS:sr
enc/2

ADVISORY BOARD EVALUATIONS

1. The value of the project to:
   a. students
   b. the agencies
   c. the elderly
   d. the community at large
2. Examples of specific types of comments (feedback) from individuals or agencies (both pro and con):
3. Suggestions you may have concerning the continuity of the program (without federal funds) together with your impressions of its long term impact:

Signed _____

APPENDIX IX—Former Students Follow-Up Questionnaire

January 20, 1969

One year has passed since you were enrolled in the Work-Study project in Social Gerontology. We are interested in ascertaining what each member of the class is doing at the present time. We want to know if you are working with the aged in any capacity, whether voluntary or paid, full or part time; if not, we are interested generally in what you are doing, both professionally and with your leisure. We are enclosing a return form which you are asked to fill out appropriately and return as quickly as possible. This information will help us to continue to analyze the impact of the Work-Study project.

You will be interested to know that each student this year has been assigned to an "adoptive grandparent;" this will enable the student to establish a meaningful one-to-one relationship in addition to a group experience in his agency assignment. Many of you suggested this improvement, and we are sure you will be pleased to note this change.

IT IS URGENT THAT YOU RETURN THE FORM IMMEDIATELY. We will deeply appreciate your cooperation.

Sincerely yours,
Dr. Edith M. Sherman
Project Director

EMS:sr

Please remove this form and return it in the enclosed envelope.

	Paid	Voluntary	Full time	Part time
1. I am now working with the elderly, in the capacity of _____.	_____	_____	_____	_____
2. I have worked at sometime this year with the elderly, in the capacity of _____.	_____	_____	_____	_____

3. I am now doing _____ Professionally

_____ Voluntary Work

4. My future plans are _____ Professionally

_____ Voluntary Work

Comments: _____

Signed _____

REFERENCES

These are the textbooks and in-depth studies used in the work-study project:

Beyer, Glenn H. and F. H. J. Nierstrasz. *Housing the aged in Western countries; programs, dwellings, homes, and geriatric facilities.* Amsterdam and New York, Elsevier Pub. Co., 1967.

Carp, Frances Merchant. *A future for the aged; Victoria Plaza and its residents.* Austin, Tex., University of Texas Press, 1966.

Comfort, Alexander. *The process of aging.* New York, New American Library, 1964.

Cooley, Leland Frederick and Lee Morrison Cooley. *The retirement trap.* Garden City, N. Y., Doubleday, 1965.

Cowdry, Edmund Vincent, ed. *Problems of aging; biological and medical aspects.* 3rd. ed., edited by Albert I. Lansing. Baltimore, Williams and Wilkins, 1952.

Kaplan, Max. *Leisure in America: a social inquiry.* New York, Wiley, 1960.

Kaplan, Oscar J., ed. *Mental disorders in later life.* 2d ed. Stanford University Press, 1956.

Kleemeier, Robert Watson, ed. *Aging and leisure; a research perspective into the meaningful use of time.* New York, Oxford University Press, 1961.

Leeds, Morton and Herbert Shore, eds. *Geriatric institutional management.* New York, Putnam, 1964.

Loether, Herman J. *Problems of aging; sociological and social psychological perspectives.* Belmont, Cal., Dickenson, 1967.

Lowenthal, Marjorie Fiske. *Aging and mental disorders in San Francisco; a social psychiatric study.* San Francisco, Jossey-Bass, 1967.

Lowenthal, Marjorie Fiske. *Lives in distress; the paths of the elderly to the psychiatric ward.* New York, Basic Books, 1964.

McKinney, John C. and Frank T. deVyver, eds. *Aging and social policy.* New York, Appleton-Century-Crofts, 1966.

National Council on the Aging. Centers for older people; guide for programs and facilities. New York, 1962.

Pomona College, Claremont, Calif. Social Science Research Center. Our needy aged; a California study of a national problem. Floyd A. Bond and others. New York, Holt, 1954.

Simpson, Ida Harper and John C. McKinney, eds. *Social aspects of aging.* Durham, N. C., Duke University Press, 1966.

Symposium on the Family, Intergenerational Relations and Social Structure, Duke University, 1963. Social structure and the family: generational relations. Ethel Shanas and Gordon F. Streib, eds. Englewood Cliffs, N. J., Prentice-Hall, 1965.

Tibbitts, Clark, ed. *Handbook of social gerontology: societal aspects of aging.* Chicago, University of Chicago Press, 1960.

Townsend, Peter. *The family life of old people; an inquiry in East London.* London, Routledge and Kegan Paul, 1957.

U.S. Department of Health, Education, and Welfare—Public Health Service. Proceedings of research conference on patterns of living and housing of middle-aged and older people. March 21–24, 1965.

Weiss, Joseph Douglas. *Better buildings for the aged.* New York, Hopkinson and Blake, 1969.

Williams, Richard Hays, Clark Tibbitts, and Wilma Donahue, eds. *Processes of aging; social and psychological perspectives.* New York, Atherton Press, 1963.

Williams, Richard Hays and Claudine G. Wirths. *Lives through the years, styles of life and successful aging.* New York, Atherton Press, 1965.

☆ U.S. GOVERNMENT PRINTING OFFICE : 1973—O-504-460

DISCRIMINATION PROHIBITED—Title VI of the Civil Rights Act of 1964 states: "No person in the United States shall, on the ground of race, color, or national origin, be excluded from participation in, be denied the benefit of, or be subjected to discrimination under any program or activity receiving Federal financial assistance." Therefore, the program covered in this publication, like every program or activity receiving financial assistance from the Department of Health, Education, and Welfare, was operated in compliance with this law.